

**Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013**

**CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms**

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 4 – October 3rd

- Topic: Language
- Reading: Moats, L. C. (2000). Why study language? In *Speech to print: Language essentials for teachers* (pp. 1-16). Baltimore, MD: Paul Brookes. (Chapter 1) (16 pages)
- Tasks: Complete the following tasks for today's class:
 - Make sure that you will be able to work with a student (your “focus student”) in kindergarten, first grade, or second grade (as well as observe her or his classroom) in order to complete the various course assessments.
 - Complete the “Child Interview” with your focus student and bring it to class next week.
 - Observe a primary classroom for 10 to 15 minutes this week with a focus on language. Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard. Use the following questions to guide your work:
 - How is language being used in the classroom by the students?
 - How is language being used in the classroom by the teacher?
 - What do the students appear to know in regards to language and what have they yet to learn?
 - How might what you have seen and heard in terms of language connect to the literacy instruction with and assessment of those students as well as for students in general?
- Response Blog – Assignment #3:
 - Trade blog addresses with a second classmate. Respond to their second blog post.
 - Post a new entry about the above observations made about language.